DOCUMENT RESUME

ED 122 954 88 PS 008 589

TITLE A Parent Education and Preschool Pro am with Added Dimensions.
INSTITUTIO Jefferson County Public Schools, Lakewood, Colo.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE 75
NOTE 38p.; For related documents, see PS 008 590 and PS 008 591
AVAILABLE FROM Jefferson County Public Schools, Early Childhood Education, 1209 Quail Street, Lakewood, Colorado 80215 (Paper, no charge)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Differentiated Staffs; *Early Childhood Education; Home Visits; Intervention; Objectives; Parent Education; *Parent Participation; *Preschool Programs; Program Costs; *Program Descriptions; *Program Evaluation; Screening Tests; Training
IDENTIFIERS Colorado (Jefferson County); *Elementary and Secondary Education Act Title III; ESEA Title III

ABSTRACT

This book describes the Title III ESEA Program, "Added Dimensions to Parent and Preschool Education," which was designed and implemented by the Jefferson County Public Schools in Lakewood, Colorado. The objectives, history, description, and evaluation of the Jefferson County Program are presented as well as detailed information on the procedures for starting up such a program. A list of materials available from the program and their prices are also included, along with a bibliography of reading materials for parents and early childhood educators. (JMB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A PARENT EDUCATION and PRESCHOOL PROGRAM with Added Dimensions

ED122954

PS008589

Title III E S E A
Early Childhood Education

2

Jefferson County Public Schools
1209 Quail Street Lakewood, Colorado

ED122954

PS 008589

PROJECT: ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION A TITLE III ESEA PROGRAM

DESCRIPTION: Project ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION expanded activities of a suburban, public school prekindergarten program comprising 24 centers for 3 and 4 year olds. To a program focused in 5 developmental areas, were added early intervention techniques, in part based upon developmental screening, and home visiting. Pre and post program screening and assessment were preferably done at home. Preschool program implemented through differentiated teacher staffing and use of parents and others as teaching aides and bus supervisors. Parent involvement extended beyond the classroom such as teacher-led discussion groups and individual conferences, and serving on advisory councils. As organized, program can be economically self-supporting, while maintaining a 2½ hour, 2 day-a-week program and a staff/child ratio ranging from an approximate low of 1/7 to a high of 1/10. Utilization of well trained paraprofessionals should provide quality program within the means of most families.

DESCRIPTORS: Early childhood education, screening, diagnostic prescriptive, early diagnosis of disabilities, communication, parent involvement, group counseling, differentiated staffing, home teaching, and interdisciplinary.

TARGET AUDIENCE / USE:

All children, ages 3 and 4, and parents. Present enrollment 2,900 or 40% of all county children ages 3 and 4.

INSTRUCTIONAL METHOD: Project built on belief children need prekindergarten experience also involving parents, therefore recruited for center work. Sr. citizens/high school students also aides. Home visits by teacher assistants; during first, Denver Developmental Screening Test (DDST) given. Individualized programs for children with lags in personal, social, language, gross or fine motor development. Multiply handicapped referred to 8 special education classes.

MATERIALS USED:

Standard preschool materials/equipment. Denver Developmental Screening Test and Manual, revised, 1970 Ed., Wm.K. Frankenburg, M.D., et al., Univ. of Colorado Medical Center, 4200 E. Ninth Avenue, Denver, Colorado 80220. Project-assembled Play Materials Lending Library enables parents to use educational materials at home; parents encouraged to construct homemade materials.

FINANCIAL REQUIREMENT: Cost per child per year is estimated at $153. Cost of one preschool center (160 children), with a home visiting component, estimated as $25,120. Estimated income from tuition (based on 150 children paying $17/month for 9 months) equals $22,950, allowing the granting of 10 tuition waivers. Initially, there would be a negative differential of over $2,000, but as much of the same equipment can be used from year to year, the program should soon be self-supporting.

PROGRAM EVALUATION:

Validity studies showed paraprofessionals using the DDST correctly identified abnormal children 92% of the time. Comparison of initial test results with test given at the end of the year supported that benefits were derived from this early identification and subsequent intervention through individualized programming. (See Student Testing)

STUDENT TESTING: Of 2695 children receiving a pre-program DDST, 490 were identified as Normal with Delays, Questionable, and Abnormal. Of these so identified, 460 were retested at the end of the year and the majority obtained normal ratings:

DDST	PRETEST		POST	TEST
Abnormal	17		9	
Questionable	50	460 T	15	88 T
Normal with Delays	393		64	
Normal	0		372	
Total	460		460	

PROJECT:

ADOPTION CRITERIA:

General Criteria: Most important to success of fledgling preschool program are people who fervently believe prekindergarten experience important and parental involvement the key to its beneficial development. Ideally, such people include parents and several influential persons in school administration. Good public relations policy providing exposure in school newsletters and local papers especially necessary when preschool in beginning stage. Volunteers on a parent advisory committee can be invaluable in charting the course and running interference for staff with the "non-believers". When more than three preschool centers develop, supervision and coordination are important in order to maintain high standards.

Staffing: Training requirements.

Head Teachers: state certification with Early Childhood Education emphasis; 10 hours in group discussion methods.

Teacher Assistants: Inservice training, minimum 10 to 15 hours, by Resource Specialist: 6 quarter hours in Early Childhood Education; 10 hours in Developmental Screening; 3 hours in Home Visiting. Ongoing Inservice in Centers and District-wide for all staff in methods and techniques in Early Childhood Education. Adopters should schedule regular released time for staff training. The program of no teaching of children Fridays enhances both training and other planning possibilities.

Facilities Installation/Organization: Facilities and space used in churches, cottage schools, and elementary schools, with groups moved into schools as space permits. If school/church not available, public building will suffice. Advisable to remain part of public school for overall supervision, hiring of personnel, and use of other supporting services. Offering screening and diagnostic aid to young children via preschool setting is paramount and should always be included. Also should be included from inception: home visitation/parent education. A preschool may be combined with an existing kindergarten: 30 children, ages 3 through 6, would share a common classroom, teacher, and aide(s), and progress according to maturity levels. Kindergarten children attend daily, but preschoolers only 2 days/week. Such combinations appear advantageous to the children plus assist in financing in that kindergarten shares costs of equipment/salaries. However, one disadvantage is that parent involvement is more limited due to lack of teacher time. Tuition may be charged when state laws discourage the use of public monies for prekindergarten programs.

ADOPTION SERVICES:

Adopter training prior and during program required.

- **Training Materials**

Descriptive brochure and project booklet: no cost
EARLY CHILDHOOD PROGRAM GUIDE-FIRST LEVEL (Revised): $7.50
TEACHER AND PARENT HANDBOOK: $2.50
TOY LENDING LIBRARY MANUAL: no cost
PARENT INVOLVEMENT HANDBOOK: In development

- **Demonstration / Visitation**

One day AWARENESS WORKSHOPS in Lakewood, Colorado, a suburb of Denver, available for potential in-state and out-of-state adopters, on the second and fourth Tuesdays of OCTOBER, and NOVEMBER, 1975 and of JANUARY, 1976

- **Training Capability**

A minimum of two days training at adopter sites, with follow up as necessary on site, is also available.

CONTACT:

Mrs. Betty Benjamin
Early Childhood Coordinator
Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado 80215

(303) 237-6971, Extension 346

THE JEFFERSON COUNTY PARENT AND PRESCHOOL EDUCATION PROGRAM

I. Objectives Of A Parent And Preschool Education Program

II. History Of The Jefferson County Parent And Preschool Education Program

- A. Community Served
- B. Classroom Environment
- C. Staffing Pattern
- D. Parent Education

IV. Supplemental Programs Provided In "Added Dimensions To Parent and Preschool Education"

- A. Early Intervention
- B. Home Visitations

V. Procedure for Setting Up A New Program

- A. Initial Action
- B. Training Requirements
- C. Suggested Schedule
- D. Basic Costs
- E. Available Materials

VI. Evaluation Of The Jefferson County Parent And Preschool Education Program

- A. Comparison Of CTBS Scores
- B. Community Reaction
- C. Title III Grant Evaluation
- D. Pacesetter Award

PS 008589

THE JEFFERSON COUNTY

PARENT AND PRESCHOOL EDUCATION

PROGRAM

This suburban Denver project builds on the belief that children need a pre-kindergarten experience, but will benefit significantly only if their parents are also involved.

Contact Person: Betty Benjamin, Coordinator
Early Childhood Education
Jefferson County Public Schools
1209 Quail Street
Lakewood CO 80215

Telephone: 303-237-6971 extension 346

THE BOARD OF EDUCATION

Mr. Alvin J. Meiklejohn, Jr., President
Mr. Paul R. McEncroe, First Vice President
Mrs. Judith Carstens, Second Vice President
Dr. Richard H. De Voto, Secretary
Mr. Lewis E. Stieghorst, Treasurer

SUPERINTENDENT OF SCHOOLS
Dr. Alton W. Cowan

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT

Dr. Arthur Ohanian, Assistant Superintendent
Instructional Planning and Development
Dr. William White, Director
Program Planning and Development

JEFFERSON COUNTY PUBLIC SCHOOLS
1209 Quail Street
Lakewood, Colorado
80215

1975

OBJECTIVES OF A PARENT AND PRESCHOOL EDUCATION PROGRAM

How important are the early years of a child's life in relationship to his total accumulation of knowledge?

There is a growing awareness that these years may be the most meaningful of all in the learning experience. Research has shown that 50% of mature intelligence is developed by age four, with an additional 30% being added between then and the age of eight.[1] With this evidence in mind it becomes increasingly apparent that these early years must be used wisely. For herein lies the future not only of each individual child but of society as well.

It is easily discernible, however, that the young child does not learn solely in schools nor is he taught exclusively by school teachers. From infancy on, a child's most important teachers are his parents. It is not surprising, then, to find that recent studies of early educational programs have proved them to be of significant benefit to children in later school years only if the child's parents were also involved in the experience.[2]

Upon this premise the Jefferson County Public Schools' Parent and Preschool Education Program was inaugurated. Its objectives are twofold:

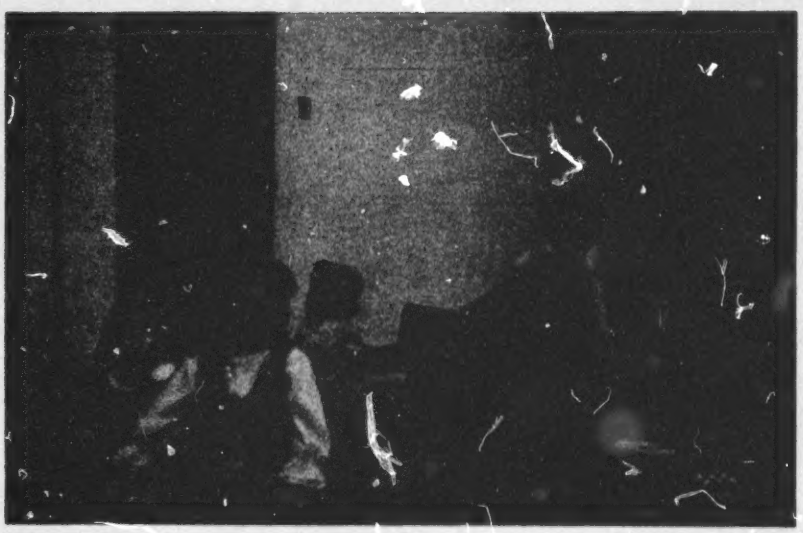
1. to aid parents in becoming partners in educating their children
2. to identify the individual needs of preschool children and in so doing, to develop a program based on those needs.

---

[1] Bloom, B.S. Stability and Change in Human Characteristics. New York: Wiley, 1964.

[2] Gordon, I.J. Early Child Stimulation Through Parent Education. A progress report to the Children's Bureau Department of Health, Education, and Welfare, Grant No. PHS-R-306, Gainesville, Florida, 1968.

With the addition of the Title III Grant, The Jefferson County Parent and Preschool Education Program has experienced a growth and increase in popularity which indicates that the needs of the parents and young children in this county are being met and dealt with successfully.



HISTORY OF THE JEFFERSON COUNTY PROGRAM

In Colorado the parent education program was started in 1927 by a group of Denver women. At this time many tuberculosis patients were coming to Denver, and these young mothers were concerned about the physical health of their children. Before long, however, they realized that there were other important phases of child growth which interested them, and thus the program soon broadened to include a study of social, emotional, and mental development. The preschool was established shortly after the parent education groups had been organized. It served a three-fold purpose in that it offered an opportunity for preschool age children to learn to work and play together, it served as a laboratory for the parent education classes, and it solved the babysitting problem.

In the early 1950's several groups of Jefferson County mothers, with the encouragement of the State Board for Vocational Education, established Parent Education and Preschool programs for themselves and their three and four year old children. Two-hour meetings were held twice monthly, and parent participation was required if the child attended preschool. In 1968, due to a budget crisis, the school district cut out its share of the money. In order to survive, the Parent Education and Pre-kindergarten program had to become self-supporting with the introduction of a tuition payment. Three hundred children and parents were registered for the twice weekly sessions which lasted two and one half hours. Two years later it was necessary to implement a new organizational plan for three basic reasons: to keep the program self-supporting as costs were increasing; to absorb within the total number some of those children whose parents could not afford the cost; and

to reemphasize the parent education aspect by allowing time for the head teacher to assume responsibility for it within the school week. It was at this time that trained paraprofessionals were introduced successfully into the program.

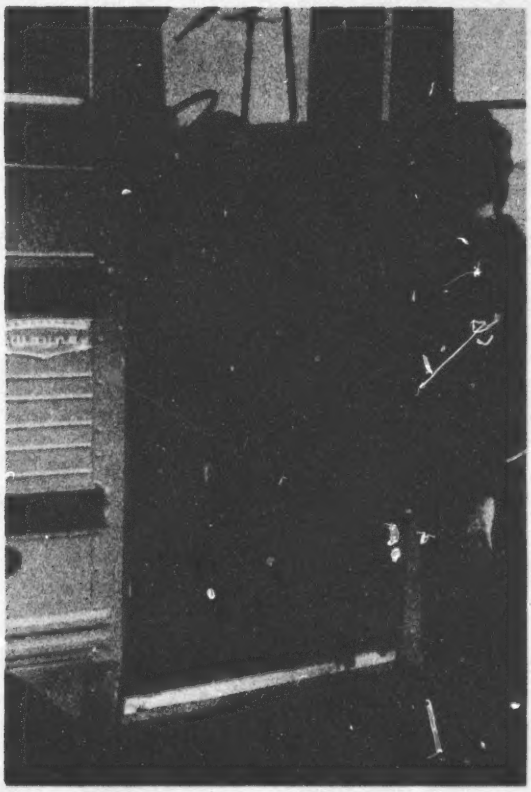
In 1971 the Title III Project, "Added Dimensions To Parent and Preschool Education" was combined with the existing program, establishing the early intevention and home visiting aspects. The additions proved to be so popular that when the grant expired in 1974, the Jefferson County Board of Education agreed to share in the future financing of these supplementary activities. The Parent Education and Preschool must continue to charge tuition ($153 per year) to make the program nearly self-supporting.

In 1974-75 there were 2900 three and four year olds in attendance in eight churches and fifteen schools. Most preschool centers serve several elementary school areas, and bus transportation is provided where necessary.

In six schools the preschool program has been combined with the existing kindergarten. Groups of thirty children ages three through six share a common classroom, teacher and aide, and progress according to maturity levels. Although the kindergarten children have class every day, each preschool child attends only two days a week. Such combinations appear to be advantageous to the children involved and in addition are beneficial financially in that the kindergarten department shares in the cost of equipment and the teacher's salary.

Special learning classes within two of the preschool centers are also provided. Between seven and nine children attend each of these four days a week. These children are ones who have trouble handling normal group situations and benefit from a very structured experience.

Schedules of pre-kindergarten sessions vary in different centers depending on space available, provision for busing, and parental desires. With the exception of those in special learning classes, all children attend two sessions weekly. Fridays are used for the teaching team to plan activities and to exchange pertinent information regarding each child's needs.



BASIC FEATURES OF THE JEFFERSON COUNTY
PARENT AND PRESCHOOL EDUCATION PROGRAM

Community Served

Jefferson County is a suburban area located immediately west of Denver, Colorado. The school district encompasses the same area as the county which is approximately 780 square miles. In January 1974 there were 302,000 county residents with a school population of nearly 80,000 children. Of these students, approximately 125 were American Indian, 180 were black, 250 were Asian American, 2,300 were of Spanish surname, and 73,200 were Caucasian. The majority of these students attend public schools which include 82 elementary, 20 junior high, 12 senior high, and one occupational-technical center. Several parochial schools also serve the community.

Of the entire population in Jefferson County, 237,000 people are located east of the mountains in cities that are incorporated. The other 65,000 reside in rural areas and small towns in the mountains. The per capita income ranks high in the state on a county-wide basis, though the most recent figures indicate that almost 500 families receive some type of welfare assistance.

BASIC FEATURES OF THE JEFFERSON COUNTY
PARENT AND PRESCHOOL EDUCATION PROGRAM

Classroom Environment

Individualizing is the key word in any description of the prekindergarten program in Jefferson County. Emphasis is placed upon recognition of the individual, his likenesses, his differences, and his individual learning patterns. An environment of learning is created for children and parents that stimulates thinking and expression, exploration and curiosity, so that educationally profitable experiences can take place. The program must be flexible enough, however, to meet the identified needs of individual members of each group.

The daily preschool program is planned around five major areas: motor, personal-social, language, aesthetic, and cognitive development. The goal of all staff members is to help each child have more positive feelings about himself. Since nothing is more effective in making a child feel adequate than helping him to be adequate, children with special needs in the above mentioned areas are aided individually or in small groups.

Experiences are provided for all of the children which enable them to continue their growth and development. The sampling of activities which will follow may be used with the assurance that each will help to strengthen the child in one or another of these five important areas.

A play house allows both boys and girls to work out ideas about family relationships and self-identity. Of similar benefit are puppets. These may be used for role playing or for dramatizations.

Music is important to the preschool age child, and he enjoys simple songs and rhythmic activities. Paints, crayons, chalk, and finger paints are other media which help to stimulate his creative impulses.

A woodworking area provides children with the opportunity to pound out some of their emotional tensions and to improve their muscular coordination at the same time.

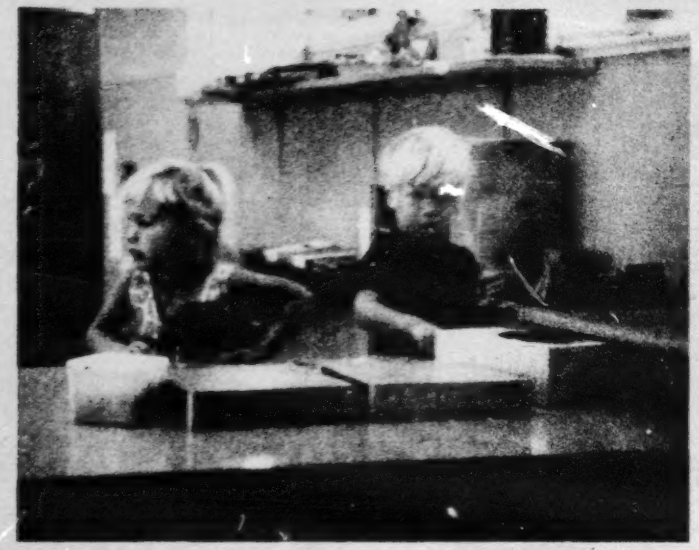
With blocks and some imagination, the prekindergarten child can create roads, houses, airplanes, and a variety of other objects. Large cars and trucks may be used in conjunction with the blocks or alone.

Cages filled with small animals such as hamsters, guinea pigs, rabbits, and gerbils are popular attractions in any preschool. The students should be able to handle as well as observe these living creatures and may also be responsible for feeding them and keeping them clean.

Several different types of scales may be used to set up a weighing center. Numerous items which include nuts, bolts, blocks, books, and toys should also be available. If the children are given the freedom to work unaided, they will discover for themselves many concepts about weights and measurement.

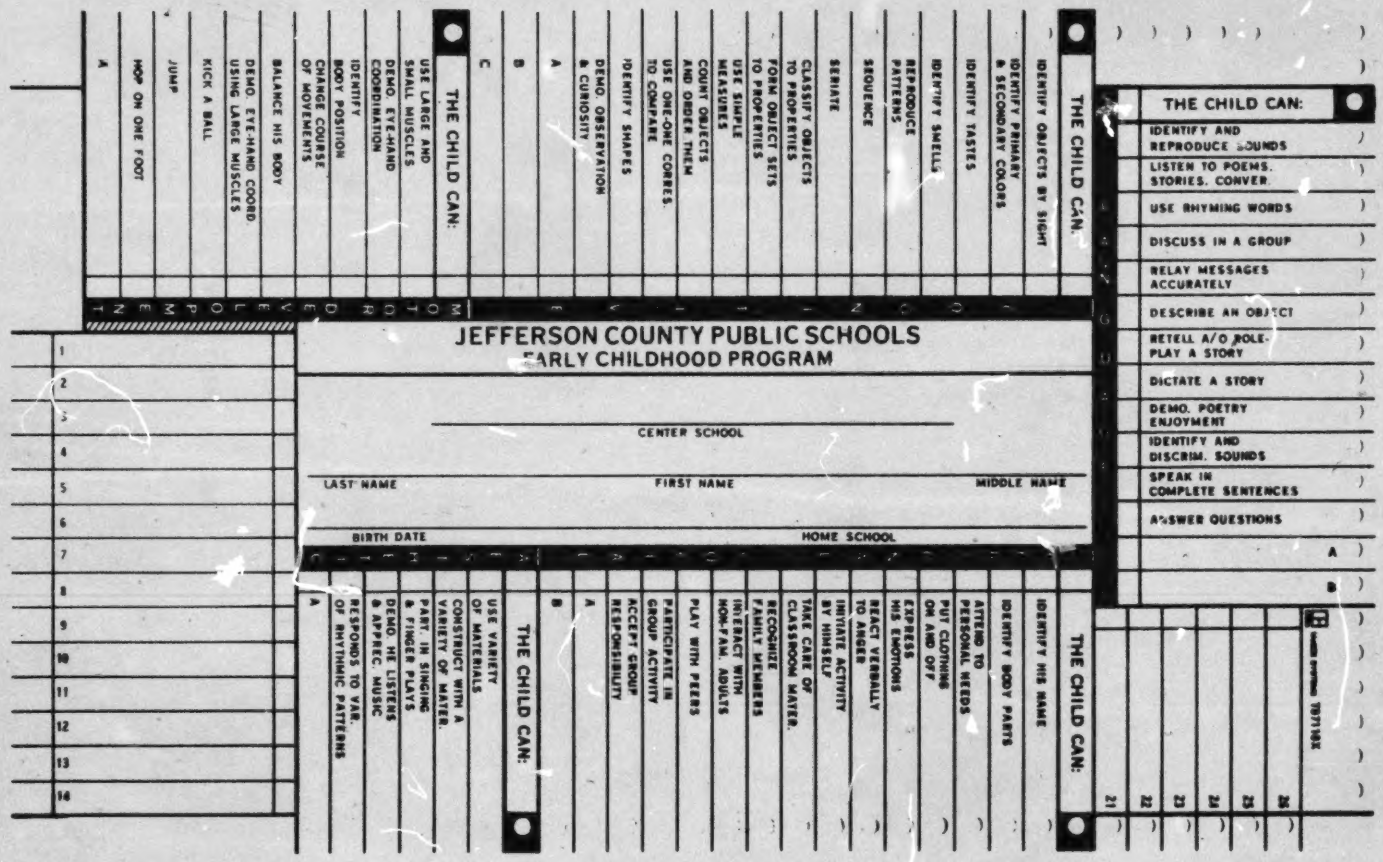
A tape recorder or record player equipped with a jack and headphones are the only items necessary for setting up an effective listening center. Commercial tapes or teacher-made tapes may be used interchangeably. And of course no preschool program would be complete without the many stories and fingerplays that are so well liked by this age group.

Thus a well planned educational environment is one in which all of the children are helped to see themselves as more likeable persons.



A Key Sort 5" x 8" card with all the performance objectives listed in the Early Childhood Curriculum Guide, First Level, is kept for every child, and items are checked off as each objective is introduced and then achieved. Anecdotal records maintained by the preschool staff are also used in conjunction with all other evaluative tools in assisting each child to grow individually.

A copy of the Key Sort card is included below.



BASIC FEATURES OF THE JEFFERSON COUNTY
PARENT AND PRESCHOOL EDUCATION PROGRAM

Staffing Pattern

The prekindergarten program in Jefferson County has gathered together many different individuals representing varied areas of expertise whose primary concern is the well-being of young children.

The in-school staff consists of a state certified Head Teacher, paraprofessional Teacher Assistants, parents, students from secondary schools, and senior citizen volunteers. Each prekindergarten center is administered by an elementary school principal. The program is directed by the Early Childhood Coordinator, and a resource teacher is responsible for inservice training, the screening program, and the home visitation program. Parents, volunteering each fall, comprise a Parent Advisory Committee who share suggestions for improvements.

The Head Teacher is directly responsible for the educational program and classroom environment found in each individual preschool center. She provides inservice training for the personnel in this center and supervises all salaried and volunteer workers there. In addition to her teaching and supervisory duties, she leads parent education programs and tries to involve every parent in his child's preschool experiences.

The Teacher Assistants work closely with the Head Teacher to provide a healthy learning environment for the students. Because each Teacher Assistant is responsible for no more than ten children at one time, individualizing is possible. This paraprofessional acts as a liaison between the

home and school and as a parent educator through her participation in the home visits. Although all Teacher Assistants must have taken a minimum of six quarter hours of Early Childhood Education courses, many have far surpassed this requirement.

The participation of the parents is an essential element of the Parent and Preschool Education Program. Their sincere involvement is the key to a successful teaching-learning experience for all in the center. The prekindergarten offers parents many opportunities for learning and helping, and they are strongly encouraged to spend a minimum of two days yearly sharing in their child's preschool program. One of the most important benefits gained is the assuming of joint responsibility for their child's education by putting into practice at home the effective teaching methods observed at the school.

Also lending valuable assistance to the program are the many other volunteers who form a portion of the staff. Students in secondary schools are able to earn school credits while learning about small children through actual observation and interaction. Senior citizens who become active volunteers increase the dimensions not only of their own lives but also of those of the young children with whom they come in contact.

Though not a part of the in-school staff, many other persons working in the Jefferson County Schools provide specialized services for the prekindergarten program. The division of Pupil Personnel Services offers some consultative help in the form of multidisciplinary team staffings of children who are brought to their attention. The Child Resource Team, which is a department of the Pupil Personnel Services and is co-funded by the National Institute of Mental Health, is assigned to the whole school

population. Through its commitment to prevention and remediation, however, it is of great help to the Parent and Preschool Education Program. With the aid of the prekindergarten staff, this team has developed programs for children with special learning needs. Other services include diagnosis, referral, and individual and group therapy.

School nurses review the results of the hearing and vision screenings and suggest appropriate referrals to parents. Each year speech correctionists conduct sessions of "Teach Your Child To Talk" for all parents in the Parent and Preschool Education Program. And when needed, the supervisor of social workers is available for consultation with teachers concerning the special problems faced by some of the families of these prekindergarten children.

BASIC FEATURES OF THE JEFFERSON COUNTY
PARENT AND PRESCHOOL EDUCATION PROGRAM

Parent Education

The primary goal of the Parent Education segment of the prekindergarten program is to make parents aware of their importance as their child's first and most importart teacher. In order to fulfill this objective, parents are urged to work in the preschool centers, attend discussion groups, and serve on advisory councils.

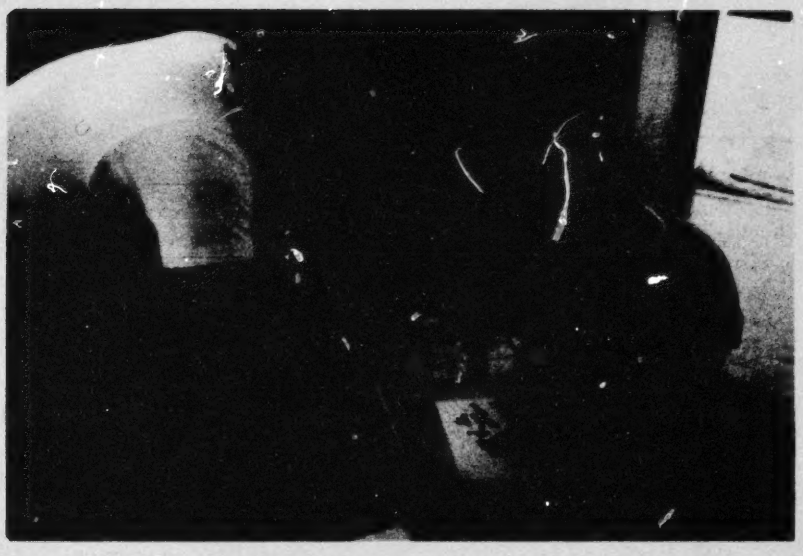
All parents are asked to participate at least two days yearly in their children's prekindergarten program. The tasks given to these people to perform are interesting and educationally worthwhile and are not just the necessary but menial chores of mixing paint and serving snacks. Many parents work far more than the minimum requirement of two days. Some help by riding the buses. Others share special talents in providing learning experiences that have proved valuable to the children, other parents, and teachers alike. Parents who cannot afford the tuition are encouraged to help in the preschool or a regular basis in lieu of these payments.

Parent discussion groups are held periodically throughout the year and concentrate on subjects chosen by the parents themselves. These groups are led by the Head Teacher in each center and take place only after she has received instruction in group dynamics. If possible, some evening meetings are also included so that fathers and working mothers can attend.

Each year the preschool parents are invited to become members of an advisory committee which meets once a month to review what has happened in the program, to help resolve any problems, and to advise the central school staff about needs of the future. Since these people come from all sectors

of the large county, many good ideas are generated and shared.

Through the evaluation of a questionnaire, it is felt that the parents involved in the Jefferson County prekindergarten program have gained a more positive understanding of the young child and his developmental status.



SUPPLEMENTAL PROGRAMS PROVIDED IN

"ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION"

Early Intervention

Since children learn so rapidly during their early years, the prekindergarten period has been found to be a particularly auspicious time for altering behaviors and correcting problems. Help given to children during the preschool years can often forestall the emotional traumas that may develop later if the original affliction is left untreated. When the Title III Grant provided funds to be used for the purpose of early intervention, it was therefore with a high sense of anticipation that the new program was inaugurated.

The Denver Developmental Screening Test (DDST) is a device for detecting developmental delays in infancy and the preschool years. The DDST uses a series of developmental tasks and milestones to ascertain whether a child's progress is within normal range. This test has been standardized on a large cross section of the Denver child population. It can be administered with ease and speed by trained paraprofessionals and has a high rate of reliability. Validity studies showed that paraprofessionals using the DDST correctly identified abnormal children 92% of the time. Evaluation of the results of the DDST are used in conjunction with teacher observation in the individualizing of instruction.

Since this test requires active participation by the young child, every effort is made to put the youngster at ease. For this reason the Teacher Assistants in the Jefferson County Preschool Program visit the child's home to administer the DDST. The parents have received and participated in this project enthusiastically, and the child seems delighted to have his teacher visit him.

The following test results show the benefits that were derived from this early identification and subsequent intervention.

Total DDST's given - 2725

490 identified as Normal with Delays, Questionable and Abnormal

(30 not included on report were children who were not in the program at the time of the post-test. Therefore, 2695 is used as the number of DDST's.)

	PRE-TEST		POST-TEST
Test Rating	Number		Number
Abnormal	17		9
Questionable	50		15
Normal with Delays	393		64
Normal	2235		2607
TOTAL	2695		2695

This table shows that the post tests which were given at the end of the year produced a greater number of normal ratings. This would seem to indicate the intervention used in the preschools was successful.

Screening, diagnosis, and prescriptive teaching are the basic tools for individualizing the preschool program in Jefferson County.

The following chart shows intervention that was initiated during 1973-74 for those youngsters needing various kinds of individualized programs and/or therapy. In addition to the sixty-seven children who received "Abnormal" or "Questionable" scores on the DDST, others who were identified by teachers as needing help are included in the figures pertaining to types of intervention provided.

Intervention:

Pupil Personnel Services Team	10
Child Resource Team	20
Primarily Classroom and Home Individualization	57
Private Physician	8
J.F. Kennedy Child Development Center	3
Childrens' Hospital Development and Evaluation Clinic	5
Previously Diagnosed	12
Moved Before Intervention	5

The agencies mentioned above afford a wide range of available resources for teacher consultation and direct services for children and families. More than one may have been involved with a single child.

In addition to the DDST, hearing and vision screenings are also given to all youngsters in the preschool centers during the fall and winter. Those showing problems are referred to the school nurse for a check, and doctor referral, if necessary, is made.

Inservice training is provided for the Teacher Assistants and Head Teachers in a course covering the administration of all of the screening tests used in the prekindergarten program.

SUPPLEMENTAL PROGRAMS PROVIDED IN

"ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION"

Home Visitations

During the early part of the school year each Teacher Assistant in the Jefferson County preschool centers visits the home of every student for whom she is responsible. She extends invitations to parents to visit the school, answers questions, and explains the purpose of the entire pre-kindergarten program. The Denver Developmental Screening Test is given to each child at this time, and the results are discussed with the parents.

The Teacher Assistant gains a valuable insight into the home situation of each of her charges in this initial visit and uses that knowledge to decide which homes would most benefit from follow-up biweekly calls. Reasons for ongoing home visits are varied and may include growth and developmental problems, frequent absences, and individual parental needs.

A Play Materials Lending Library, which contains toys and educational materials, is used in many of the follow-up visits. The mother is apprised of the reasons for the choice of toys and encouraged to use them together with her child. Discussion between parent and Teacher Assistant brings about an exchange of ideas and often establishes a lasting friendly relationship.

Inservice training for the Teacher Assistants is essential for the success of the home visiting program. Initially all Assistants are given a training course which is followed by several discussion sessions throughout the year. A trained social worker serves voluntarily as a resource person if situations are encountered in which added help is needed.

The home visitations have proved to be a successful addition to the preschool program. Increased rapport seems to develop between teacher and child after the very first visit. So great are the noticeable changes in the child's behavior that several of the Teacher Assistants have gone so far as to call it a miracle!

PROCEDURE FOR SETTING UP A NEW PROGRAM

Initial Action

Most important to the success of a fledgling preschool program are people who fervently believe that a prekindergarten experience is important and that parental involvement is the key to its beneficial development. Ideally these would include a group of parents and several influential persons in school administration.

If a school room is available, a public building will suffice. It is advisable, however, to remain a part of the public school family for purposes of overall supervision, hiring of personnel, and use of other supporting services. The importance of being able to offer screening and diagnostic aid to these young children via a preschool setting is paramount and should always be included. The home visitation and parent education aspects should also be a part of the program from the very beginning.

Tuition may be charged when state laws discourage use of public monies for prekindergarten programs, but the utilization of well trained paraprofessionals should provide a quality program that is well within the means of most families. When more than three preschool centers develop, supervision and coordination are important in order to maintain high standards.

A good public relations policy which provides for exposure in school newsletters and local papers is especially necessary when the preschool program is in its embryonic stage. Parents who volunteer to serve on a parent advisory committee can be of invaluable service in charting the course and running interference for the staff with the "non-believers."

PROCEDURE FOR SETTING UP A NEW PROGRAM

Training Requirements

Educational requirements for the prekindergarten staff include not only college classes but specialized inservice instruction as well.

The Head Teacher in each preschool center must be qualified to receive state certification with an emphasis on Early Childhood Education. Teacher Assistants must have taken a minimum of six college quarter hours of Early Childhood Education courses.

In addition, every Head Teacher participates in ten hours of in-service training in group dynamics and educational methods. All Teacher Assistants receive ten hours of inservice instruction in a class called "Developmental Screening" and another three hours in "Home Visit Orientation."

Throughout the school year various other district wide courses are offered pertaining to the methods and techniques involved in Early Childhood Education.

Each Head Teacher also conducts ongoing inservice classes in her own preschool center. The persons reached in this manner are the Teacher Assistants and also the many volunteers which include the parents, high school students, and senior citizens. Such inservice instruction has proved to be especially valuable for those who have had no previous experience working with groups of young children.

PROCEDURE FOR SETTING UP A NEW PROGRAM

Suggested Schedule

In Jefferson County a preschool program involving eighty children at one time was found to be feasible when bus transporation was necessary. The twice-weekly classes for these children begin at 9:15 a.m. with a bus-load of approximately forty students arriving at the school. At 10:15 a.m. another group of forty step off the bus. The Head Teacher, four Teacher Assistants, and the Bus Mother make up the staff for the first hour. When the second bus arrives, another Bus Mother is available in addition to the volunteer workers who begin to appear. The first group, which entered at 9:15 a.m., leaves at 11:45 a.m., and the second group then breaks up into small classes staffed by the Head Teacher, Teacher Assistants, and the one remaining Bus Mother. The final group leaves one hour later at 12:45 p.m.

The school district provides busses at no cost if the preschoolers use them when all other students are in school.

Some centers which do not require bus transportation for their youngsters have gone to A.M. and P.M. sessions, rather than overlapping the two groups. Each Head Teacher is given a large degree of autonomy in setting up her individual program as long as it has as its goal the achievement of the performance objectives listed in the Early Childhood Program-First Level.

Basic Costs

The cost of setting up one preschool center (160 children) with a home-visiting component is estimated as follows:

Salaries	
Head Teacher (certified)	$10,000.00
Teacher Assistants--4	
20 hours at $2.75 x 36 weeks = $1,980	7,920.00
Initial Equipment	4,000.00
Replacement of Equipment and Consumable materials	800.00
Rental of Building (if applicable), Clerical, and Incidentals	1,000.00
Home Visiting Component	
Play Materials Lending Library	300.00
Extra Hours for Home Visits and Mileage Costs	1,100.00
	$25,120.00

Income from tuition would be $22,950.00. This figure is based on 150 children paying $17.00 a month for 9 months and would allow the granting of 10 tuition wavers. Initially there would be a differential of over $2,000.00, but as much of the same equipment could be used from year to year, the program could very soon be self-supporting.

PROCEDURE FOR SETTING UP A NEW PROGRAM

Available Materials

The following materials are available and may be ordered by contacting Betty Benjamin:

Descriptive brochure - No Cost

Play Materials Lending Library pamphlet - no cost

Teacher and Parent Handbook -- $2.50

Early Childhood Program Guide - First Level -- $7.50

Parent Involvement Handbook $2.00

EVALUATION OF THE JEFFERSON COUNTY

PARENT AND PRESCHOOL EDUCATION PROGRAM

Comparison of CTBS Scores

In order to evaluate the effectiveness of the Jefferson County Preschool Program, the CTBS scores of kindergarten children who had participated in the county program were compared with the scores of those who had not. The following are kindergarten records from a typical school and include two groups of students who are comparable to each other economically.

COMPREHENSIVE TEST OF BASIC SKILLS

Did not attend Preschool	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
Letter Form	7%	20%	18%	55%
Letter Name	12%	14%	17%	57%
Listening	5%	31%	17%	47%
Letter Sound	12%	14%	14%	60%
Visual Discrimination	5%	19%	33%	43%
Sound Matching	14%	17%	43%	26%
Language	19%	7%	31%	43%
Attended Preschool				
Letter Form		9%	27%	65%
Letter Name		2%	26%	72%
Listening	6%	17%	14%	63%
Letter Sound		6%	14%	80%
Visual Discrimination		6%	29%	65%
Sound Matching	14%	11%	51%	24%
Language	14%	23%	20%	43%

The above figures seem to prove conclusively that those children who attended the Jefferson County Preschool have a definite academic advantage over other students in their kindergarten classrooms.

Community Reaction

Parents have participated enthusiastically in the parent education segment of the Jefferson County Parent and Preschool Education Program and each year support the educational programs offered in the centers by their increased involvement. Meetings of parent advisory groups are also well well attended.

Parental approval of the preschool program was most effectively demonstrated when the Title III funding came to an end. At this time parents and friends of the prekindergarten asked the school board for extra funds to continue the home visiting and screening aspects which had been initiated by the grant.

The fact that the preschool received this financing is a good indication that the school board also realized the very real need for a program as comprehensive as the one being carried on in Jefferson County.

EVALUATION OF THE JEFFERSON COUNTY

PARENT AND PRESCHOOL EDUCATION PROGRAM

Title III Grant Validation

In the spring of 1974 an E.S.E.A. Title III National Validating Team visited Jefferson County to make a final evaluation of the effectiveness of the three year grant. Since it was felt that the Title III aspects could not be separated from the rest of the preschool program, the entire Jefferson County Parent and Preschool Education Program was appraised.

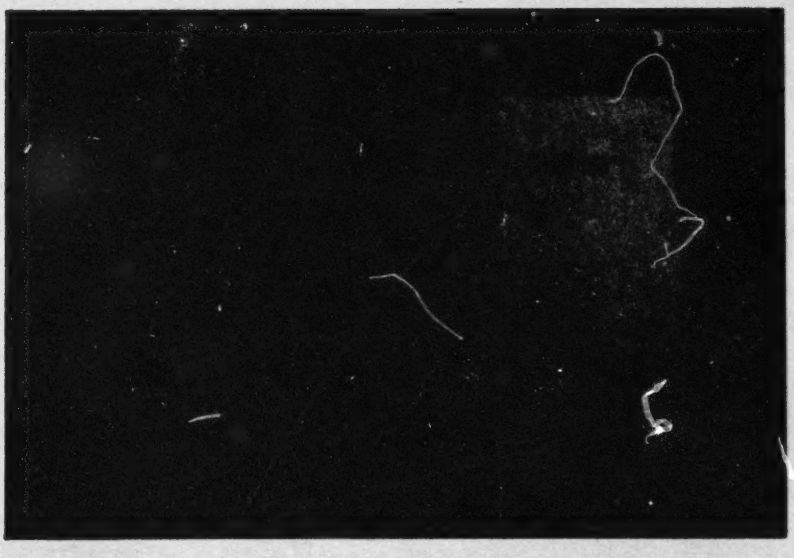
The chairman of this validation team was Dr. Tish Henslee, head of the Early Childhood Education Department, University of Arkansas. Other members were Dr. Wendell Day, Director of Research Development, Region 13, Texas State Department of Education, and Mr. Gilbert Miranda, Federal Programs Coordinator, Public Schools, Albuquerque, New Mexico.

The stated objectives to be evaluated were the following:

1. To provide an innovative approach to parent education and to aid parents in becoming partners in educating their children.
2. To identify the individual needs of preschool children and to develop a program based on those needs.

Evaluation proof that supports the effectiveness of the program for meeting the first mentioned objective was derived from a pre-post test questionnaire completed by parents and by an assessment of parent attendance at educational meetings. Effectiveness of the program in carrying out the second objective was evaluated by the comparison of kindergarten scores and a pre and post test of early child development based on results obtained from the Denver Developmental Screening Test.

Since the above evidence supported the premise that this project was effective and superior to other early childhood programs in meeting the preschool child's educational and developmental needs by giving him an individualized preschool program incorporating exemplary parent involvement, the Jefferson County Parent and Preschool Education Program has received validation. As a result, the Educational Pacesetter award (pictured below) was presented to the program developers in July 1974.



A USEFUL BIBLIOGRAPHY

Auerbach, Aline B. Parents Learn Through Discussion: Principles and Practices of Parent Group Education. New York: John Wiley and Sons, Inc., 1968.

Bell, T. H. Your Child's Intellect. Salt Lake City: Olympus Publishing Co., 1974.

Braley, William T. et al. eds. Daily Sensori-Motor Training Activities, Freeport, New York: Educational Activities, Inc., 1968.

Braude, Adele. ed. Public Affairs Pamphlets. New York: Public Affairs Committee, Inc.

Chernin, Florence. A Manual of Listening Activities for The Young Child. Minneapolis: Paul S. Amidon and Associates, 1971.

Crook, Elizabeth et al. eds. Making Music Your Own. Morristown, New Jersey: Silver Burditt Company, 1971.

Dodson, Fitzhugh. How to Father. Los Angeles: Nash Publishing Company, 1974.

Dodson, Fitzhugh. How to Parent. Los Angeles: Nash Publishing Company, 1973.

Fraiberg, Selma. The Magic Years. New York: Scribner and Sons, 1959.

Ginot, Haim G. Between Parent and Child. New York: McMillan and Co., 1968.

Gray, Susan W. "The Child's First Teacher", Childhood Education. 48 (3): 127-129; December 1971.

Gregg, Elizabeth. What To Do When There's Nothing To Do. New York: Dell Publishing Company, Inc., 1968.

Hodgden, Laurel et al. School Before Six: A Diagnostic Approach, revised edition, Vol. I and II. St. Louis: Cemrel, Inc., 1974.

Jones, Elizabeth. "Involving Parents in Children's Learning", Childhood Education. 47(3): 126-130; December 1970.

Levenstein, Phyllis. "Learning Through (and From) Mothers", Childhood Education. 48(3): 130-134; December 1971.

Larton, Mary Baratta. Workjobs. Menlo Park: Addison-Wesley Publishing Co., 1972.

Marzollo, Jean and Janice Lloyd. Learning Through Play. San Francisco: Harper and Row, 1972.

Meyers, Elizabeth S., Helen H. Ball and Marjorie Crutchfield. The Kindergarten Teacher's Handbook. Los Angeles: Gramercy Press, 1973.

McCall, Adeline. This Is Music. Boston: Allyn and Bacon, Inc., 1971.

Naylor, Audrey K. "Some Determinants of Parent-Infant Relationships", What We Can Learn from Infants. Laura Ditman, ed. Washington, D.C. National Association for the Education of Young Children, 1970.

Northam, Saralie B. Coordinated Helps in Language Development. Portland, Oregon: Northwest Regional Educational Laboratory, 1971.

City of Chicago Schools; Prekindergarten Committee. A Curriculum Guide for the Prekindergarten: A Program of Living Experiences for Young Children. Chicago: Board of Education, 1970.

Rosenberg, Edward B. and Silas L. Warner. A Doctor Discusses The Preschool Learning Process. Chicago: Beedlong Press, 1967.

Samuels, Shirley C. "Johnny's Mother Isn't Interested", NEA Journal. 62 (2); February 1973.

Taylor, Barbara. A Child Goes Forth. Prove, Utah: Bringham Young University Press, 1971.

Taylor, Katharine Whiteside. Parents and Children Learn Together. New York: Teacher's College Press, Columbia University, 1967.

Todd, Vivian Edmiston. The Aide In Early Childhood Education. New York: The MacMillan Company, 1973.

Weikart, David P. "Learning Through Parents: Lessons for Teachers," Childhood Education. 48(3): 135-137; December 1971.

Wharram, Margaret and Sr. Fleurette Sweeney. Experience Games Through Music. Portola Valley, California: Richard's Institute of Music Education and Research: 1973.